

**THE STUDENTS' READING COMPREHENSION OF NARRATIVE
TEXTS AT THE SECOND YEAR STUDENTS
OF SMPN 1 KERUMUTAN**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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ABSTRAK

Judul penelitian ini adalah “Pemahaman Siswa Dalam Membaca Teks Naratif pada Siswa Kelas Dua SMPN 1 Kerumutan”. Tujuan utama penelitian ini dimaksudkan untuk mengetahui tingkat pemahaman para siswa didalam membaca teks naratif. Desain penelitian adalah deskriptif dan fokus hanya pada satu variabel. Subyek penelitian ini adalah para siswa tingkat delapan SMPN1 Kerumutan pada tahun ajaran 2008 - 2009. Penelitian ini di ambil dari lima kelas; yang subyeknya di pilih secara acak untuk mewakili gambaran keseluruhan siswa kelas dua di sana. Lokasi penelitian di SMP Negeri 1 Kerumutan- Pelalawan.

Data penelitian di kumpulkan selama 3 bulan. Instrumen yang di gunakan mengumpulkan data adalah test membaca pemahaman. Cara ini digunakan untuk mengetahui bagaimana pemahaman para siswa dalam membaca teks naratif.

Setelah menganalisa data, penulis mendapati bahwa kemampuan siswa kelas dua SMPN 1 Kerumutan rendah dengan rata-rata nilai 46.9. Hanya 20 (33, 3%) dari mereka yang dapat menjawab soal-soal dari test membaca pemahaman dan berada dalam kategori cukup. Selanjutnya, penulis mendapati bahwa komponen soal dari test membaca pemahaman yang paling sulit bagi para siswa adalah mencari ide pokok. Hanya 6,7 % dari para siswa tersebut yang dapat menjawab soal-soal dari ide pokok. Sementara 93,3 % dari mereka tidak dapat menjawab dengan benar.

ABSTRACT

The title of this research is “The Students’ Reading Comprehension of Narrative Texts at Second Year Students of SMPN 1 Kerumutan”. The main purpose of this research was intended to find out the students’ reading comprehension of narrative text. The design of the research was descriptive and just focusing on one variable. The subject of this research is the eight- grade students of SMPN 1 Kerumutan in academic year 2008- 2009. This research was taken in five classes; the subject was choice as random sampling and the total number were 60 students that to represent the entire of the second year there. The location of this research is in SMPN 1 Kerumutan

Data for this research was collected during three months. The instrument technique used to gather the data that is reading comprehension test. This technique was used to find out how is the students’ reading comprehension in narrative texts.

After analyzing the data, the writer found that the ability of the second year students of SMPN Kerumutan is poor with average score 46.9. Only 20 (33, 3%) of students could answer the questions of reading test and are categorized into fair level. Furthermore, the writer finds that the component of reading comprehension questions that the most difficult for the students is finding main idea. Only 6, 7 % of the students could answer the main idea questions, while 93, 3 % of them could not answer it correctly.

ملخص

موضوع هذا البحث " قدرة التلاميذ في فهم قراءة في الكلمة القصية لتلاميذ الفصل الثاني بالمدرسة المتوسطة الأولى العليا ١ كروموتان". غرض هذا البحث لمعرفة فهم قراءة نص القصة و غير القصة على شكل القصة. هذا البحث من بحث وصفي و تركز إلى متغير واحد. الموضوع من هذا البحث الفصل الثامن بالمدرسة المتوسطة الأولى العليا ١ كروموتان السنة الدراسية ٢٠٠٨ - ٢٠٠٩. عقد هذا البحث في خمسة فصول اختير الموضوع على شكل العينة العشوائية و مجموعها ستون تلميذا لتمثيل جميع الفصل الثاني. عقد هذا البحث بالمدرسة المتوسطة الأولى العليا ١ كروموتان - فلاوان.

جمعت البيانات طوال ثلاثة أشهر. الأدوات المستخدمة في جمع البيانات اختبار الفهم في القراءة. هذه التقنية تستخدم لمعرفة كيفية قدرة التلاميذ في قراءة القصة و غير القصة في الكلمة القصية.

بعد تحليل البيانات, وجد الباحثة ان قدرة تلاميذ الفصل الثاني بالمدرسة المتوسطة الأولى العليا ١ كروموتان ضعيفة. فقط ٣, ٣٣ في المائة من بين التلاميذ قادرون على إجابة الأسئلة في اختبار القراءة. بجانب ذلك هناك خمس مكونات تساعد التلاميذ في تعلم القراءة دقيقا, وهي البحث عن المعلومات الواقعية, الفكرة الرئيسية, المراجع, الاستدلال و معرفة بيانات المعلومات في قراءة.

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CHAPTER I

INTRODUCTION

A. Background.

English as one of languages has played an important role in many fields. In education context, English functions as a tool to communicate to access all kinds of information that is mostly written in English, whereas in daily context, it functions to build communication and to exchange information. In this regard, it is expected that the students should be more alert to increase their ability in English.

Curriculum 2003 explicitly determines that the aim of teaching English at Junior High School is to develop and to enable students to use it in their communication as well as to understand texts written in English. Hence reading is much stressed. The students are expected to be able understand literal and implicit meaning of the text (as it is stated in general and specific instructional purposes of reading for junior high school students, As a result listening, speaking, reading, and writing are the skills required and targeted to be achieved by the students.

In comprehending a written text, students are not only asked to understand the texts overall, but also to understand implicational meanings that exist in the texts. This is in line with W.J.S Poerwodarminto who says that interpretation is to define; to catch the meaning of a speech sound (a sentence) not only explicitly but also implicitly (by explaining them own ideas).

Related to the above theory, Chainstain (1976; 313) stated that in comprehending a written texts or a passages. The first sense the overall meaning, then segments of the passages into smaller unit of specific information and finally

reaches a level of knowledge in the second language. This statement also back up by Bond et al (1979: 10), pointed that understanding sentence structure effects reading comprehension.

In regard to the explanation above, the students in junior high school are expected to be more active in reading. Through reading activities, students can develop the targeted language. Students without reading activities probably will only experience difficulties in studying. Anderson (1969: 68) in this regard said that if students did not have reading activity, they will not be able to develop their logical thinking in the process of teaching such as to respond and answer teachers' questions.

In English textbooks for SMPN students, narrative written texts of reading can be found. In the learning process, the teacher of SMPN 1 Kerumutan selected reading material deriving from many sources. The teacher used the following books: *English in Context*, *Bahasa Inggris* and *Reading with Understanding*. In the textbooks, the reading passages are generally presented in the form of narration. However, the students still paid little attention to their English books. Most of them read only for the purpose of passing the text, not to feel that they need it. It was obviously obtained when the writer asked them several question about reading material.

Even though the class was administered regularly in which the teacher attended the class regularly and students were assigned to memorize at least 20 words every meeting. Thus, the students would have mastered approximately 800 new vocabularies at the end of the semester. After being taught one semester,

ideally the students would be able to comprehend simple passages like fictions or non- fictions in the narrative form of simple structures. But, some of the second year students of SMPN 1 Kerumutan still encountered problems in reading comprehension. Most of them could not find the idea of passages, moreover the main idea of the texts. As a result, their ability in comprehending the text was considered disappointing.

Another mistake also happens in finding factual information, identifying inference, reference and recognizing restated information of the text. It is known when the writer helped their teacher to check the students reading tests. That way, the teacher should find the solutions. One of them is choosing the texts for the students that make them interested in reading text. From the information that the writer got, the teacher selects the reading material consist of kinds types of the texts. Sometimes, the teacher uses a kind of fiction (fable), but the other chance he uses a kinds of non –fiction (story or bibliography). He said that there were such students who interested in reading that text. It is relevant to Burnes' statement (1985) that confirmed a reader who finds a topic or a story interesting will frequently manage to read the material. Also, Drum and Calfee stated that the result of reading comprehension will depend on types of text used, the reader's knowledge, and the purpose of reading.

Thus, the aim of the instructional goal may not be achieved. The following phenomena are based on the preliminary study:

1. Some students were unable to find factual information in passages.
2. Some students could not identify the main ideas in passages.

3. Some students were unable to identify references in passages.
4. Some students found difficulties in identifying inference
5. Some students were confused in finding restated information

Based on phenomena above, the writer was interested in conducting a research entitled **“The Students’ Reading Comprehension of Narrative Texts at the Second Year Students of SMPN 1 Kerumutan”**

B. Problem

1. Identification of the Problems

In regard to the previous description of the problems, it is obvious that some students still encounter several problems in acquiring English particularly in reading comprehension. Thus, the problems can be identified and depicted as follows:

1. How is the students’ reading comprehension of f narrative text?
2. Which kinds of questions are difficult for the students?
3. Why do some of the students find difficulties in reading comprehension components?
4. Why is the students’ ability in comprehending passages still unsatisfactorily?

2. Limitation of the Problem

In this study, it is necessary that the writer decide to narrow down the problems investigated in the research. Henceforth; the researcher only focused on the students’ reading comprehension of narrative texts at the second year students of SMPN 1 Kerumutan and which components of questions are difficult for the students.

Meanwhile, the component of comprehension that are discussed as follows:

1. Finding factual information of the text.
2. Identifying main idea.
3. Identifying reference
4. Inference
5. Recognizing restated information

3. Formulation of the Problems

In regard to the problem above, the writer formulates the problem as follows:

1. How is the students' ability in reading comprehension of narrative texts?
2. Which components of questions are difficult for the students?

C. Reasons of Choosing the Title

There are the several reasons why the writer is interested in doing this research. The reasons of choosing the title are summarized in the followings:

1. This title is very important to be researched to draw the ability of the second year students of SMPN 1 Kerumutan in reading fictions and non fictions
2. To give a valuable contribution for other writers who want to carry out a similarly investigated issue.
3. This issue as far as the researcher is concerned has not been researched yet.

D. Objectives and Significance of the Study

1. Objectives

- a. To find out the students' reading comprehension of narrative texts.
- b. To find out which components of questions are difficult for the students.

2. Significance

This research is expected to provide valuable information for:

- a. Those who involve in teaching English, particularly English teacher of Junior High School SMPN 1 Kerumutan. To widen English teachers' views on the importance of teaching reading and motivate them not to be tired of looking for suitable methods and strategies in teaching reading.
- b. To increase the experience and knowledge of the writer in the problem being discussed.
- c. As an input for the second year students of SMPN 1 Kerumutan to know their weaknesses and strength in reading comprehension.
- d. To fulfill partial requirements for undergraduate program of S1 degree at English Education Department of UIN SUSKA RIAU.

E. Definitions of Terms

In order to avoid misunderstanding some terms in this research, it is necessary that the writer define the following terms:

1. Students

Students are the persons who are learning, especially at a college or university (Longman, 1993). In this study, students here refer to the students' reading comprehension of narrative text of the second year students of SMPN 1 Kerumutan.

2. Reading Comprehension

There are two words in the following phrase "reading comprehension" namely: reading and comprehension. Reading is a way in which something is understood (Martin, 1991: 343). While comprehension is the ability to understand and gain meaning from what has been read. In this study, reading comprehension means, the ability to understand and gain meaning from what has been read and by which something is understood through reading the narrative texts..

3. Narrative

Narrative is the description of events, especially in a novel (Oxford, 2003:284). In this study, narrative is classified into fiction and nonfiction texts. Fiction is writing that describes invented people and events, not real ones. Kinds of fiction in the form of fable, including in short stories, that consist about 85-255 words. Meanwhile, Non-fiction is writing that describes the real people and events. Non-fiction in this study takes the form of history and bibliography.

CHAPTER II

THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading comprehension is the capacity to perceive and understand the meanings communicated by the texts (*Webster's Collegiate Dictionary: online*) Reading is comprehends a written discourse. It is an active process, in which the reader engages in a change of ideas with an author via the texts. The reader's ability to comprehend spoken language is often seen as perquisite for comprehension of written text. It is clearly reasonable, because those who have used and communicated in a language will be easier to interact with a written discourse, since some vocabularies used are also found in a written form.

Reading is activity to look at and understand something printed or written (Longman, 2005:146). Reading has been called as a process of decoding a particular writing system into a language or a process of deriving at meaning from written material. Kustaryo (1998:4) defined reading as an active process to interact with printed material to establish meaning. He also mentioned that reading is the meaningful interpretation of printed or written verbal symbols. Next, he concludes that reading is the combination of word recognition and intellect, and emotion interrelated with prior knowledge to understand the message communicated.

Horn in ([http:// www.learner.org/ channel/workshops/readingk2](http://www.learner.org/channel/workshops/readingk2)) indicated that to understand the message here means to comprehend a text. The ability to

comprehend a written language involves many factors such as interest and motivation, vocabulary, legibility of print, sentence structure, texts organization and, concepts and density (Burnes : 1985).

a. Interest and Motivation

Interest and motivation are not the same. Interest might be called as internal motivation and motivation external one. A reader who find a topic or story interesting will frequently manage to read material. It is called as internal motivation or motivation that comes up from the students itself.

b. Legibility of Print

A text should be legibility. It determines how readily the letters and the words of the text will be deciphered. It is such as line of length, size of margin, leading (the space of margin between the line and soon), (Harrison is Burnes 1985 :54)

c. Vocabulary

The ability of readers to understand authors' language this cannot be separated from their competence in knowing the meaning of the words. It's very crucial to be minded that learning vocabulary helps them describe their words. It should become teacher's consideration in teaching reading. Vocabulary is the best taught and certainly more easily remembered in context. Vocabularies are very important as Don Burnes (1985:56) stated that the difficulty of the vocabulary used to convey ideas in a text explains to a large extent, the comprehension problem of some readers.

Another statement of the importance of vocabulary is also commented by Harrison. He said that vocabulary and sentence length were correlated to text difficulty.

The finding of Anderson and Freebody (1981) attested to positive relationship between IQ and word knowledge and reading knowledge and reading comprehension. However, vocabulary is used to describe concepts. When children read specialized material there is no escape from the vocabulary of the particular specialization. Teacher needs to select materials carefully. He/she should consider the student's vocabulary.

d. Sentence Structure

To answer the questions or reading text needs the comprehension of the text itself. This comprehension cannot be separated from the understanding of the rules of language. As Shepherd (1979: 79) stated that reading comprehension is the ability of the students to understand the authors' language, the language usage, and the scope of experience are two determinant of the student's success in comprehending text.

For ESL students, the ability to comprehend the sentence structure will help them understand the text explicitly and implicitly. It was believed that children should begin reading material with simple sentence structure constructions to reading ability.

e. Text Organization

Text organization is important as an aid to comprehension (Burnes, 1985:58). Then Bormuth (1970) discussed that the importance of the inter

sentence comprehension in term of structural and meaning relationship exist in prose of greater duration than the single sentence. Here, the reader should care to examine the area of the text organization in more detail.

f. Concept and Idea Density

Concept and idea density have largely addressed the form a text might take. Reading ability has much to do with content. The ideas that are more complex are likely to be more difficult to read than a simple narrative such as a novel about an adventure or romance.

The aim of reading at secondary level puts an emphasis not on decoding, but on comprehension. Jhonson and Allington (1991) concluded that remediation for reading comprehension beyond the primary grades generally has not been very effective in improving students reading performance. There are at least around four factors to secondary reader needed in order to build reading proficiency; motivation to read, the ability to decode symbols, the ability to comprehend language, and the ability to transact with text.

Reading proficiency requires the reader to independently begin and persist in reading task, action that hinges on motivation (Snow, Burns and Griffin: 1998). As students move through the grades, especially at the middle school level, their motivation to choose to read tends to decline (Donahue et al.; 1999; Guthrie & Wigfield: 2000)

One approach to motivating struggling reader, about which educators disagree, has been to develop reading behavior through positive reinforcement.

Reward for reading, such as prizes and points, were found to lead to reading avoidance and the use of weak strategies (Guthrie, 1997)

Generally, young readers like students at secondary level who find an interesting topic or story frequently manage to read the material. It is called as internal motivation or motivation that comes out from within.

To understand a written discourse requires linguistic knowledge, background knowledge, the ability to find inferences and references. McNamara, Songer & Kintsch point out that in reading more complex texts, secondary readers need to be guided to use their background knowledge and text structure to determine and identify ideas and draw conclusions accordingly.

So, reading comprehension is hampered by limited: capacity of processing space, attention, prior knowledge, and atomization of processes (procedures) -- all part of skilled reading above.

2. Model of Comprehension.

According to Singer and Ruddell (1985) a reading model is a graphic attempt “to depict how an individual perceives a word, processes a clause and comprehend a text”. There are three models of reading process namely, bottom up, top down and interactive models. The three models are as follows:

1. Top-down
 - a. Emphasizes what the reader brings to the text, such as prior knowledge and the experiences.
 - b. Says comprehension begins in the mind of the reader, who already has some ideas about the meaning of the text.

- c. Proceeds from the whole to part.

Ex: reader's prior knowledge to semantic cues to syntactic cues to other more specific information.

2. Bottom-up

- a. Emphasizes the written or printed text
- b. Says comprehension begins by processing the smallest linguistic unit (phoneme), and working toward larger units (syllables, word, phrases, sentences)
- c. Proceeds from part to whole. Ex: phoneme to syllable to word sentence.

3. Interactive.

Recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process.

3. Comprehending Narrative Texts

Narrative writing is characterized by its quality of telling the events in a story in order in which they occurred, that is their chronological sequences. Authors write stories, new articles, essays and texts passages in which understanding the chronological sequences of ideas are essential for comprehension. So, this kind of reading texts is good to be introduced to ESL students. As Joan Kimmelman in (<http://www.manythings.org/e/reading.html>) stated that recognizing the ways of authors in presenting ideas and events, such as in story, new articles and texts passages can help the reader to understand the ideas that are important in development of selection.

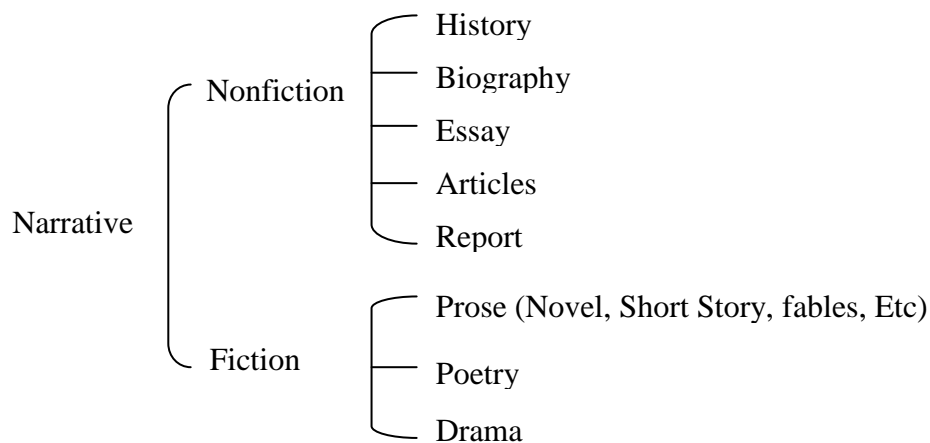
According to Syafi'i et al (2007: 16) narration is the telling or relating of occurrences or a series of events. It requires us to tell that happened. It is a method used in personal letters. It is also found in diaries, journals, newspapers, biographies, and autobiographies.

In telling a story or relating events, it is useful to organize the events in chronological order, or time sequence. Generally, the events should be written about just as they happen, one after the other.

A narrative or story is a construct created in a suitable format (written, spoken, poetry, prose, images, song, theater, or dance) that describes a sequence of fictional or non-fictional events. Along with exposition, argumentation, and description, narration (broadly defined) is one of four rhetorical modes of discourse. More narrowly defined, narration is the fiction-writing mode whereby the narrator is communicating directly to the reader. Stories are an important aspect of culture.

Tzvetan Todorov (1969) coined the term narratology for the structural analysis of any given narrative into its constituent parts to determine their functions and relationships. For these purposes, the story is *what* is narrated as usually a chronological sequence of themes, motives and plot lines. Hence, the plot represents the logical and causal structure of a story, explaining why the events occur. The term *discourse* is used to describe the stylistic choices that determine *how* the narrative text or performance finally appears to the audience. One of the stylistic decisions may be to present events in a non-chronological order, say using flashbacks to reveal motivations at a dramatic moment

Narrative can be divided into two main categories. They are fiction and non-fiction. The texts that tell about history, biography, essays, articles, report and etc are classified into nonfiction reading. They deal with facts and opinions, real events, real people. Meanwhile, fiction is created by the authors. It is called as imaginative literature. Included in this category are prose, poetry and drama. Prose can be short stories, novels, parables, fables etc. To following diagram is the summary of fiction and non-fiction and their divisions:



Non-fiction is also called expository literature, while fiction is called imaginative literature. As the names suggest, fiction or imaginative literature does not deal with facts. The people and what they do and experience are not real, they are created by authors.

Texts are commonly classified as fiction or non-fiction. The distinction addressed whether a text discussed the world of the imagination (fiction) or the real world (non-fiction). Traditionally, fiction includes novels, short stories, fables, fairy tales, plays, and poems, but it now also encompasses films, comic books, and video games.

The Internet has had a major impact on the distribution of fiction, calling into question the feasibility of copyright as a means to ensure royalties are paid to copyright holders. Also, digital libraries such as Project Gutenberg make public domain texts more readily available. The combination of inexpensive home computers, the Internet and the creativity of its users has also led to new forms of fiction, such as interactive computer games or computer-generated comics. Countless forums for fan fiction can be found online, where loyal followers of specific fictional realms create and distribute derivative stories.

Although fiction may be viewed as a form of entertainment, it has other uses. Fiction has been used for instructional purposes, such as fictional examples used in school textbooks. It may be used in propaganda and advertising. Although they are not necessarily targeted at children, fables offer an explicit moral goal.

A whole branch of literature crossing entertainment and science speculation is Science fiction. A less common similar cross is the philosophical fiction hybridizing fiction and philosophy, thereby often crossing the border towards propaganda fiction. These kinds of fictions constitute thought experiments exploring consequences of certain technologies or philosophies.

Temporary that, on-fiction is an account or representation of a subject which is presented as fact. This presentation may be accurate or not; that is, it can give either a true or a false account of the subject in question. However, it is generally assumed that the authors of such accounts believe them to be truthful at the time of their composition. Note that reporting the beliefs of others in a nonfiction format is not necessarily an endorsement of the ultimate veracity of

those beliefs; it is simply saying that it is true that people believe that (for such topics as mythology, religion).

Non-fiction is one of the two main divisions in writing, particularly used in libraries, the other being fiction. However, non-fiction need not be written necessarily, since pictures and film can also purport to present a factual account of a subject.

Essays, journals, documentaries, histories, scientific papers, photographs, biographies, textbooks, blueprints, technical documentation, user manuals, diagrams and some journalism are all common examples of non-fiction works, and including information that the author knows to be untrue within any of these works is usually regarded as dishonest.

In fiction, the writer believes that readers will make an effort to follow and interpret an indirectly or abstractly presented progression of theme, whereas the production of non-fiction has more to do with the direct provision of information. Understanding of the potential readers' use for the work and their existing knowledge of a subject are both fundamental for effective non-fiction. Despite the truth of non-fiction it is often necessary to persuade the reader to agree with the ideas and so a balanced, coherent and informed argument is also vital. Mark Twain said that the difference between fiction and non-fiction is that fiction must be absolutely believable.

Much of the non-fiction produced throughout history is of a mundane and everyday variety such as records and legal documents which were only ever seen by a few and are of little interest except to the historian. It probably easily

outweighs fiction in the amount that has been produced but fiction generally has a longer lasting appeal as it is designed for entertainment and even rather mediocre fiction survives a few generations.

The non-fiction that transcends its original time tends to be viewed as either exceptionally well made or perfectly embodying the ideas, manners and attitudes of the time it was produced, even if it was not actually created as history.

4. The Difficult Narrative Texts for the Students

Barlett (1982) found that many such students have developed adequate skill in handling narrative texts but they are not able to adjust to the linguistic demands of reading and learning from textbook. Then, Burnes (1985) said that the most systematic attempt to provide instruction in handling the linguistic demand of different sort of texts is Mt Gravatt- Language development reading scheme , in which its foundation are laid in the early levels where there are simple expository texts on natural science as well as narrative fiction and fantasy.

Then, Tierney and Moshethal (1982) gave a certain way to determine grammar, mapped- pattern, even chain formulation,, proportional analysis, readability of a text. At least, a text should be able to interpret by looking at story expository predicate structure and cohesion. And then, Gordon (1987) that has proved that a good sequence of story grammars improved the level of readers' understood on a certain texts.

Furthermore, Burnes D (1985:49) also found that the story or narrative form of writing is so predictable that the most readers are prepared for specific set

of ideas to be staged for them in a way that is familiar. So, this set of expectations is further advanced by insights into, or advance information about the theme of particular piece of prose.

5. Strategies Associated with the Reading Process.

Reading is a recursive process. Reading strategies are used many times rapidly, in unison with one another. Therefore, most reading strategies are evident before, during, and after reading, although not necessarily with the same emphasis. Furthermore, there are many factors or strategies, which should be done in comprehending reading texts. There are five components, which help the students learn to read carefully. They are;

1. Factual Information

Factual information directly stated in the text. Factual information question require you to scan specific details. Generally, factual information questions that are prepared for the junior high school students are those question which begin with Wh – words (where, why, what, how, etc).

There are many types of questions of factual information; such as question type of reason, purpose, result, comparison, means, identity, time and amount, in which most of the answers can be found in the text (www. nifl, gov / partnership for reading).

2. Main Idea

Reading is concerned with the meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also there is relative

significance, as expressed by the author; in other words, it is important to find main ideas when reading. Main ideas help readers remember important information. The main idea of a paragraph tells the topic of the paragraph. The topic tells what all or most of the sentences are about.

In paragraphs, the main idea are most likely found in one of these three places: in the first sentence, in the last sentence or sometimes in the middle of the paragraph .If you were stumped about the main idea, or if you have ever been stumped by that question, the following is an idea that can really help the students. The main idea is the main reason that the story is written, very often not stated in the paragraph directly (implied).

If you are on your way to classroom, and your friend asks you about the movie you saw last night, your friend doesn't have time to hear about the whole two hours of the movie, but you can tell you friend in a few sentences what the movie is about. What's it all about? the answer to this question is the main idea. The Main idea refers to what a paragraph or an article is about. "Main" means what is important, or key, the heart of the matter. "Idea" means the thought, the thesis or the topic. The other sentences in the paragraph are called details. Details describe or explain the main idea.

3. Reference

Reference is relationship between words in the passage, such as subject and pronoun. In English, like in other languages, it would be clumsy and boring to have to repeat the same word or phrase every time a reader finds it. Instead of repeating the same word or phrase several times after it has been used, we can

usually refer to it rather than repeat it. For this purpose, we use reference words. Most often the reference expression will refer to a preceding word or phrase.

Recognizing reference words or phrases to which they refer will help a reader understand the reading passage. Students of English might learn many rules for the use of reference words and yet be confused about a particular word refers to a sentence. Reference word are usually short and re very frequently pronouns, such as, it, this, those and so forth.

4. Inference

All reading is an active, reflective, problem-solving process. We do not simply read words; we read ideas, thoughts that spring from the relationships of various assertions. The notion of inference equations is particularly powerful in this regard. Readers can use the notion of inference equations to test whether or not the ingredients for a given inferences are indeed present. To show *lying*, for instance, a text must show that someone made a statement that they knew was incorrect and that they made that assertion with the specific purpose of deception. If they did not know it was wrong at the time, it's an error, *not a lie*. If they did not make the statement for the specific purpose of deception, we have a misstatement, not *lying*.

Ideally, speakers mean what they say and say what they mean. Spoken communication is not that simple. Much of what we understand—whether when listening or reading—we understand indirectly, by inference. Listening involves a complex combination of hearing words, analyzing sentence structure, and attempting to find meaning within the context of the given situation.

The situation with the written word is no different. A text does not contain a meaning. Readers *construct* meaning by what they take the words to mean and how they process sentences to find meaning. Readers draw on their knowledge of the language and of conventions of social communication. They also draw on other factors, such as knowledge of the author. They infer unstated meanings based on social conventions, shared knowledge, shared experience, or shared values. They make sense of remarks by recognizing implications and drawing conclusions. Sometimes the topic of a text may not be stated anywhere directly. You must look for clues and try to guess what the passage is about. This is called making an inference.

Example:

Dave had trouble removing the last spark plug from the car's engine. He wanted to check all of the plugs before they began working on the faulty carburetor.

What is Dave?

- a. He is a rancher.
- b. He is a butcher.
- c. He is a carpenter.
- d. He is a mechanic.

The answer is "d" From this paragraph; the clues that help you make inference are spark plug, car's engine, plugs and carburetor. Thus, Dave should be a mechanic.

The importance thing that is needed in reading understands. The first things that must be understood are those, which are actually stated. Writers, however, do not write out everything they expect the reader to understand. To do

so is often not necessary and sometimes not desirable from the writer's point of view. Writers use language efficiently and recognize what can be inferred from their sentences. An efficient reader is able to understand these implications.

5. Restatement Information

According to Dan Kurland's, restatement means, reading what a text says. Reading what a text says is more notable for what it does not include than for what it does. Reading what a text says is concerned with basic comprehension, with simply following the thought of a discussion. We focus on understanding each sentence, sentence by sentence, and on following the thought from sentence to sentence and paragraph to paragraph. There is no attempt to assess the nature of the discussion and no concern for an overall motive or intent. Reading what a text says is involved with rote learning (www.criticalreading.com).

Restatement generally takes the form of a summary, paraphrase, or précis. Restatements should avoid the same language as much as possible to avoid plagiarism and to show understanding. Reading what a text says is common under a variety of circumstances: when learning the definitions and concepts of a new discipline; when there is agreement on the facts of a situation and their interpretation; when a text is taken to offer a complete and objective presentation, or when the word of a specific author or source is accepted as authoritative. Readers simply accept what a text states.

When first studying any academic topic, your initial goal will be to understand what others have discovered before you. Introductory courses ask students to learn terms, concepts, and data of the particular area of study. You are

expected to use your imagination and your critical faculties to understand the concepts; you are not expected to question the assertions.

The goal is to learn the commonly accepted paradigm for discussing topics in that field of study. Finally, remember that repeating the assertions of a text need not suggest a denial of critical thinking, merely a postponing of, or preparation for, critical thinking.

The last few questions of the reading comprehension ask the reader to choose which of four possibilities best restates the meaning of a given sentence. These kinds of questions test the readers' ability to analyze the relationship of ideas within single sentences.

B. Operational Concept.

The theoretical concepts presented in the earlier section need to be operationally described by particular words to measure empirically the information investigated. Therefore, the students' reading comprehension of narrative texts that was investigated refers to the following indicators:

1. Finding factual information in the texts.
2. Finding main ideas in the texts.
3. Identifying references in the texts.
4. Identifying inferences in the texts.
5. Finding restated information in the texts.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of the Research.

The research was conducted at SMPN 1 Kerumutan from May till August 2009. All the participants were the second year students. This school is located at Expan street of Kayu Ara village, in Kerumutan subdistric of Pelalawan regency.

B. Subject and Object the Research

The subject of this research was all the second year students of SMPN 1 Kerumutan, and the object of this research was the reading comprehension of narrative texts.

C. Population and Sample.

1. Population of the Research

The population of this research was entire the second year students of SMPN 1 Kerumutan were 200 students. Since the population is relatively large, the simple random sampling technique was used to define the participants as sample of this research. The determination of required sample was based on the Gay's statement (1976: 169) He said that simple random sampling involves defining the population by identifying each member of the population and selecting individuals. Every student had an equal chance to be selected as the sample.

To save time, energy, and cost effective, the writer decided to sample 30 % of the population of 200 students. The table below draws the number of population of each class and the number of sample taken.

2. Sample of the Research

**TABLE III.1
SAMPLE OF THE STUDY**

No	Classes	Number of the students	
		Population	Sample (30%)
1	VIII.A	40	12
2	VIII.B	40	12
3	VIII.C	40	12
4	VIII.D	40	12
5	VIII.E	40	12
	Total	200	60

D. Technique of the Data Collection

1. Test

Test was used to gather the data concerning the students' reading comprehension, the researcher constructed a test distributed into test items embodying five components; (1) finding factual information; (2) finding main idea; (3) identifying reference; (4) inference; (5) recognizing restated information.

The number of the items is 40 divided into fiction and non-fiction of 20 items for each. Each correct answer was scored 1. Meanwhile, 0 was given to incorrect answers. The following table tells us the number of items appearing in the reading comprehension test:

TABLE III.2
CLASSIFICATION AND NUMBER OF ITEMS FOR EACH TYPE OF
READING COMPREHENSION COMPONENTS

No	Classification of test items	Number of items	
		Fiction	Non-fiction
1	Finding factual information	8	8
2	Finding main idea	4	4
3	Identifying references	4	4
4	Inferences	2	2
5	Restated information	2	2

The total number of items is 40 items. To be clear, the writer used the indicator items below:

TABLE III.3
BLUEPRINT OF TEST ITEMS

Students	Type of Test	Number of items	Number of each items
The second year students of SMPN 1 Kerumutan	Finding factual information	16	1,2,7,8,9,15,16,17,21,22,23, 27,28,34,35,36
	Finding main idea	8	5,10,11,26,29,38,18,24
	Identifying references	8	6,12,13,19,25,30,31,37
	Inference	4	3,14,32,39
	Restated information	4	4,20,33,40
		40	

The numbers of questions for each type were determined based on proportional selection of the importance and the extension the items cover.

2. Documentation

The writer gathered any related data concerning the topic of the research by documenting relevant information available at the school.

E. Technique of Data Analysis

To investigate the students' ability in reading narrative texts, the formula below was used. Percentage score obtained by dividing the raw score by the total score possible and multiplying the standard mark 100%. The higher score the students have the higher category they get. After scoring each of the students' paper, the data gathered by using the formula was introduced by Wayan & Sumartana (1983: 25) formula:

$$P = \frac{X}{N} \times 100 \%$$

Where: P = Individual score

X = Correct answer

N = Number of items

100 = Standard Mark

Afterwards, computing the average score from the test given each items, the writer uses formula below:

$$M_X = \sum \frac{fx}{N}$$

(Hartono, 2003.30)

Where: M = Mean of the students' score.

$\sum Fx$ = Frequency

N = Total Number

Then, to interpret the level of the students' reading comprehension in narrative texts will be classified into six categories based on Harris scale: excellent, good, fairly good, fair and poor.

TABLE III.4
CLASSIFICATION OF THE STUDENTS' SCORES

No	Classification	Score
1	Excellent	90-100
2	Good	80-89
3	Fairly good	70-79
4	Fair	60-69
5	Poor	0-59

(Harris 1969: 79)

To find out the standard deviation of the students' scores in reading comprehension of narrative text, the formula below was used:

$$\delta = \sqrt{\frac{\sum fX'^2}{N} - \left[\frac{\sum fX'}{N} \right]^2}$$

Where:

δ : Standard deviation.

fx : frequency

N : The total of sampling number.

(Hartono 2003: 59)

Then, to analyze the students' percentage in answering of reading comprehension questions that are difficult for the students, the formula is:

$$P = \frac{F}{N} \times 100 \quad \%$$

Where:

P = Percentage of the correct answers.

F = Frequency

N = Number of items

(Anas Sudijono, 2005: 43)

Suharsimi (2002:154) stated “ the instrument could be trusted, would be proceed the reliable data” as the tool of collection the data have the good characteristic. In calculating it, the formula can be seen in the following:

$$r_{11} = 1 - \frac{v_d}{v_t}$$

In which: r_{11} = Instrument reliability

V_t = Variants score total

Vd = Variants difference

d = The first slice score missing the end slice score

Point bi-serial formulation was applied to identify the validity of the test item as follows:

$$R_{pbis} = \frac{Mp - Mt}{Sdt} \sqrt{\frac{p}{q}}$$

(Hartono: 113)

Where:

M_p : The average score of the students' correct answer

M_t : The average scores of the whole student

S_{dt} : The standard deviation of all scores

p : The proportion of the students who are correct

q : The proportion of the students who are wrong

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The respondents of this research are 60 students. After doing the test, the students' score were taken from individual correct answers. If the students could answer the question correctly, they would get 1 (one) point but if they could not answer the questions, their score would be zero. Through the students' scores the writer would like to calculate their percentage in order to know the level of the students' ability.

Then to determine the level their got in reading comprehension of narrative text, the writer constructs multiple choice test that consist of three short story (fable) for fiction and three short passage (history and bibliography) for non-fiction texts.

Therefore, to find out which component of reading comprehension question those were difficult for the students, it could be seen from their average score in correct answer for each item. In this chapter will be percentage the percentage of students' reading comprehension in narrative texts and the data of mean, median, mode, standard deviation, range, minimum and maximum score. The result of test can be seen in the following table.

B. DATA ANALYSIS

TABLE IV.1
THE STUDENTS' SCORES IN READING COMPREHENSION TEST.

Score (X)	Frequency (f)	F _{ref} (%)
85-89	1	2
80-84	0	0
75-79	3	5
70-74	4	7
65-69	9	15
60-64	6	10
55-59	0	0
50-55	3	5
45-49	5	8
40-44	0	0
35-39	1	2
30-34	9	15
25-29	10	16
20-24	5	8
15-19	4	7
Total	N = 60	100

After analyzing the data, the writer concluded the percentage of students' scores in reading comprehension of narrative texts would be classified as follows:

TABLE.1V.2
THE STUDENTS' CLASIFICATION IN READING COMPREHENSION

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2	Good	80-89	1	1,7 %
3	Fairly Good	70-79	7	11,7 %
4	Fair	60-69	12	20 %
5	Poor	0-59	40	66.6 %
	Total		60	100 %

The table shows that the total frequency of the students' achievement range in reading comprehension narrative text is poor (0 – 59).

Based on the table above, it can be seen that the highest score axis between the range 85 – 89 and lowest score axis in the range 15– 19. From 60 students only 20 (33, 3%) of them could answer reading comprehension test and are categorized into fair category . While 40 (66, 7%) of the students could not answer it and are categorized into poor category. It means that, the ability of the second year students of SMPN 1 Kerumutan is categorized poor level in term of reading comprehension of narrative texts, since it is the highest percentage.

Afterwards, to find out the mean of this research would be analyzed by the following table:

TABLE IV.3
THE STUDENTS'READING COMPREHENSION SCORE

Score (X)	Frequency (f)	X	FX
85-89	1	87	87
80-84	0	82	0
75-79	3	77	231
70-74	4	72	288
65-69	9	67	672
60-64	6	62	372
55-59	0	57	0
50-55	3	52	156
45-49	5	47	235
40-44	0	42	0
35-39	1	37	37
30-34	9	32	288
25-29	10	27	270
20-24	5	22	110
15-19	4	17	68
Total	N = 60	$\sum X = 780$	$\sum FX = 2814$

$$Mx = \frac{\sum fx}{N}$$

$$= \frac{2814}{60}$$

$$Mx = 46.9$$

The final score of the average score of the students' reading comprehension in narrative texts is 46.9.

And then to find out the median, the writer would be calculated refers to the formula based on the following table:

TABLE IV.4
FREQUENCY DISTRIBUTION OF CUMMULATIVE THE STUDENTS'
SCORE IN READING COMPREHENSION

Score (X)	Frequency (f)	fk _a	fk _b
85-89	1	1	60
80-84	0	1	59
75-79	3	4	59
70-74	4	8	56
65-69	9	17	52
60-64	6	23	43
55-59	0	23f _{ka}	37
50-55	3f _i	26	37
45-49	5	31	34f _{kb}
40-44	0	31	29
35-39	1	32	29
30-34	9	41	28
25-29	10	51	19
20-24	5	56	9
15-19	4	60	4
Total	N = 60		

Median is the value that to divide the data distribution into two equal part, or the value that divide 50% frequency of above and 50 % frequency of below, so that, above frequency equivalent to the below frequency.

From the table and formula above we got:

$$\begin{aligned}
 Mdn &= U - \frac{(\frac{1}{2}N - fka)}{fi} xi \\
 &= 54.5 - \frac{(\frac{1}{2}30 - 23)}{3} x 5 \\
 &= 54.5 - 11.7 \\
 Mdn &= 42.8
 \end{aligned}$$

Refers to the table and the formula above, we got median is 42.8

TABLE IV.5
TABLE OF FREQUENCY DISTRIBUTION STUDENTS' SCORE

Interval (X)	Frequency (f)
85-89	1
80-84	0
75-79	3
70-74	4
65-69	9
60-64	6
55-59	0
50-55	3
45-49	5
40-44	0
35-39	1
30-34	9
25-29	10
20-24	5
15-19	4
Total	N = 60

fa

f majority

fb

$$\begin{aligned}
M_o &= I + \left[\frac{f_a}{f_a + f_b} \right] \times i \\
&= 24.5 + \left[\frac{9}{9 + 5} \right] \times 5 \\
&= 24.5 + 0.642 \\
&= 24.5 + 3.21
\end{aligned}$$

$$M_o = 27.71$$

Modus means the score that often to appear (Hartono, 2003: 43). Based on the table above, the modus is 27.71

TABLE IV.6
THE CALCULATION TABLE OF STANDARD DEVIATION OF
STUDENTS' SCORES IN READING COMPREHENSION

SCORE INTERVAL	f	X	x'	fx'	x' ²	fx' ²
85-89	1	87	7	7	42	42
80-84	0	82	6	0	36	0
75-79	3	77	5	15	25	75
70-74	4	72	4	16	16	64
65-69	9	67	3	27	9	81
60-64	6	62	2	12	4	24
55-59	0	57	1	1	1	0
50-55	3	52	0	0	0	0
45-49	5	47	-1	-5	1	5
40-44	0	42	-2	-2	4	0
35-39	1	37	-3	-3	9	9
30-34	9	32	-4	-36	16	144
25-29	10	27	-5	-50	25	250
20-24	5	22	-6	-30	36	180
15-19	4	17	-7	-28	42	168
Total	60= N			-76	266	1042

$$\begin{aligned}
\delta &= i \sqrt{\frac{\sum f X'^2}{N} - \left[\frac{\sum f X'}{N} \right]^2} \\
&= 5 \sqrt{\frac{1042}{60} - \left[\frac{-76}{60} \right]^2}
\end{aligned}$$

$$\begin{aligned}
&= 5 \sqrt{17.366 - [1.604]} \\
&= 5 \sqrt{15.762} \\
&= 5.3,970 \\
\delta &= 19.850
\end{aligned}$$

After presenting the data gathered in previous section, this section is devoted to describe how to find out the component of reading comprehension question that were difficult for the students, the writer would like to make the table that shows the students ability for each type of test as follow:

TABLE IV.7
THE STUDENTS' SCORE IN ANSWER FACTUAL
INFORMATION QUESTIONS

No	Level of ability	Frequency factual information	Percentage
1	Excellent	3	5 %
2	Good	15	25 %
3	Fairly Good	13	21,7 %
4	Fair	15	25,7 %
5	Poor	14	23,3 %

From the table above, it can be seen that 76, 6 % of the student could answer the factual information questions, while 23, 3 % of them could not answer it correctly.

TABLE IV.8
THE STUDENTS' ABILITY IN ANSWER MAIN IDEA QUESTIONS

No	Level of ability	Frequency of main idea	Percentage
1	Excellent	1	1,7%
2	Good	0	0%
3	Fairly Good	2	3,3%
4	Fair	1	1,7%
5	Poor	56	93,3%

From the table above, it can be seen that 6, 7 % of the student could answer the main idea questions, while 93, 3 % of them could not answer it correctly.

The students' score average in answer the reference can be seen from the table below:

TABLE IV.9
THE STUDENTS' ABILITY IN ANSWER REFERENCE QUESTIONS

No	Level of ability	Frequency of reference	Percentage
1	Excellent	8	13,3 %
2	Good	3	5 %
3	Fairly Good	5	8,3 %
4	Fair	10	16,7 %
5	Poor	34	56,7 %

From the table above, it can be seen that 43, 3 % of the student could answer the main idea questions, while 56, 7 % of them could not answer it correctly.

The students' ability in answer the inference can be seen from the table below:

TABLE IV.10

THE STUDENTS' ABILITY IN ANSWER INFERENCE QUESTIONS

No	Level of ability	Frequency of inference	Percentage
1	Excellent	1	1,7%
2	Good	0	0%
3	Fairly Good	15	25%
4	Fair	0	0%
5	Poor	44	56,7%

From the table above, it can be seen that 26, 7 % of the student could answer inference questions, while 73, 3 % of them could not answer it correctly.

TABLE IV.11

THE STUDENTS' ABILITY IN ANSWER RESTATES INFORMATION QUESTIONS.

No	Level of ability	Frequency of restated information	Percentage
1	Excellent	4	6,7%
2	Good	0	0%
3	Fairly Good	9	15%
4	Fair	0	0%
5	Poor	47	78,3%

From the table above, it can be seen that 21, 7 % of the student could answer the restate information questions, while 78, 3 % of them could not answer it correctly.

So, from the tables above it can be seen that the difficulties encountered by the students is finding main idea. Only 6, 7 % of the student could answer the main idea questions, while 93, 3 % of them could not answer it correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The title of this research is the students' reading comprehension of narrative texts at the second year students of SMPN 1 Kerumutan. There are two formulations of this research; the first is to find out how is the student ability in reading comprehension of narrative texts, and the second formulation is to find out which components of reading comprehension questions are difficult for the students.

Based on the first formulation, the writer finds that it is clear the students' reading comprehension is still poor (see table IV.5) with average score 46.9. It can be seen from the percentage, poor category is higher than the others. From 60 students, only 20 students or 33, 3% of them could answer reading comprehension test. While 40 students or 66, 7% of them could not answer it and who got poor level. According Harris if the tests score (0-50) means that the students' ability in placed on the poor category.

Based on the second formulation, the writer found that the component of reading comprehension questions that the most difficult for the students is finding main idea. Generally, the main problem faced by the students is in identifying the main idea of the texts. It can be seen that only 6, 7 % of the student could answer the main idea questions, while 93, 3 % of them could not answer it correctly

B. Suggestions

In line with the finding of the research, the writer gives some suggestion as follows:

1. The students should improve their abilities in simple rule of English structure first. It is function to increase and encourage their ability in reading comprehension of the text. Especially the components that are discussed in this research.
2. The students should study hard, seriously and carefully because their ability in reading comprehension still unsatisfactorily. Foremost, in finding main idea in the passages.
3. The students have to read and practice the material as frequently as possible.
4. The students should review the lesson, because reading is one of the basic skills in learning English and studying the language must continuity.
5. The students should be active to ask the teacher if they do not understand about their reading material.
6. Since the ability of the students in reading comprehension is still poor, it is suggested that the teachers' techniques in reading should be reconsidered, especially the teachers technique in teaching the main idea of the texts.

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APPENDIX I

READING COMPREHENSION TEST

Directions:

- ◆ This test is for scientific research
- ◆ There is no side effect with your value in a certain teacher.
- ◆ Thanks to your participation in doing the test

Instructions:

- Choosing the most correct answer according your opinion, a, b, c or d based on the text.
- Give the crossing symbol (X) at your option of the answer.

The Dog in the Stream

A dog was walking through in the village. It was a big dog. It stole a piece of meat. The piece of meat was in the dog's mouth.

The dog is running away from the village. It was crossing a small bridge. The bridge was over the stream.

When it was on the bridge, the dog was looking at a dog in the stream. The dog has a piece a meet too.

Then the big dog was jumping into the stream. It was dropping its piece of meat. The piece of meet was falling into the water.

1. How many dogs are there in the story?
 - a. Four dogs
 - b. Three dogs
 - c. Two dogs
 - d. One dog
2. Where does the dog put the meat?
 - a. In the water.
 - b. In the bridge.
 - c. In it's mouth.
 - d. In the stream.
3. After reading the story we can understand that...
 - a. A dog tricked by its own shadow
 - b. A dog met the same dog in the water
 - c. A dog also wanted to take a piece of meat.
 - d. No one of above is correct.
 - e.
4. "The bridge was over a stream" has the same meaning with...
 - a. The bridge laid above the river
 - b. The bridge was near a stream

- c. The bridge laid in the bank
 - d. The bridge was under the stream
5. The suitable topic for this passage is....
- a. A dog in a village
 - b. A piece of meat
 - c. A dog and a meet
 - d. A dog in the stream
6. What does it's referred to in paragraph 4 lines 1?
- a. The dog meat
 - b. The dog's meat
 - c. The meat
 - d. The dog

A Donkey and a Dog

A man has a donkey and a dog but treated the two animals differently. The dog perceived good food and plenty of attention, but the donkey had to work hard all day. It brought loads of firewood to the house and only being fed hay. It had to sleep in the stable.

The donkey grew tired of all this, and asked the dog why their master treated them differently. The dog thought about this and told the donkey that he was always very friendly to their master. The dog told to that donkey that he always wagged his tail and jumped up and down when he met him. Sometimes he even licked his master hands.

The next day when the master came for a donkey, he got a surprise. The donkey jumped up and down, grabbed his master and licked his face with his great and long tongue. The donkey was of course much bigger than dog. The master was almost knocked over. He thought the donkey had gone mad.

The master was so annoyed at the donkey's stupid behavior. So, he picked up a stick and gives him a good beating. The poor donkey moaned to the dog. It seemed that once a donkey always donkey, especially if his embrace were mistaken for kicks. It seemed that there was no way for him to change his way of life.

7. Where did the donkey sleep?
 - a. In the house
 - b. In the stable
 - c. Under the tree
 - d. Near the loads of firewood
8. What did the donkey do for the man?
 - a. It brought firewood to the house
 - b. It brought loads of firewood to home
 - c. It had to sleep in a stable
 - d. It had to jump up and down when he met the master
9. How did the man treat their pets?
 - a. He took care of them differently
 - b. He treated the animals justifiably
 - c. He only took care of donkey
 - d. He did not care of the dog
10. We can conclude the main idea of paragraph 3 is...
 - a. The donkey was much bigger than the dog
 - b. The donkey licked his master face
 - c. The master got upset the donkey's behavior
 - d. The donkey treated the master abruptly
11. The appropriate topic for paragraph 4 is....
 - a. The donkey beat the master
 - b. The master got angry and beat the donkey
 - c. The master got upset because of the donkey's behavior
 - d. The donkey treated the master abruptly
12. Him in paragraph 2 lines 4 refers to...
 - a. Donkey
 - b. Dog

- c. The master
 - d. Donkey and dog
13. Him in paragraph 4 line 2 refers to....
- a. Donkey
 - b. Dog
 - c. the master
 - d. the donkey and the dog
14. We can infer from paragraph 2 that....
- a. The dog was very happy
 - b. The dog and the donkey were joking
 - c. The donkey complained cause of the master
 - d. The donkey and the dog

The Best Place in the World

There was once a frog that lived in a small pond with turtle. One day the frog said to a turtle. "Good morning, Mr. Turtle. I am tired of living in this pond. Can you tell me the best place in the world? I would like to live there."

"Me, too." Said the turtle. "Let's ask Mrs. Bird. She has been to many places that we have ever seen. She knows very well where the best place is."

Let's go to see her right away, "said the frog." I know where she lives." They went down the road, passed the wood, turned to east and went straight. And at last they saw her in a bush on the left.

"Good morning, Mrs. Bird," said the frog." Can you tell me the way to the best place in the world?"

"The best place?" said Mrs. Bird." Go back down the road, turn west, go pass.

They were very pleased and went of right away. At last they come to a pond.

"This is our home," said the turtle.

"This is the best place in the world, "said the frog. And they both sang
East and west,
Home is the best. "

15. Who lived in a small pond?
- a. A frog
 - b. A turtle
 - c. Mr. Turtle and the frog

- d. Mrs. Bird.
16. The frog and the turtle wanted to find the best place in the world because....
- a. They did not like to live in the pond anymore
 - b. They were tired of living in the pond
 - c. They did not know the place
 - d. They liked to live in the pond
17. According to Mrs. Bird. What is the best place for frog and turtle?
- a. Pond
 - b. West
 - c. East
 - d. East and west
18. Which of the following statement dealing with the main idea of paragraph 1?
- a. Mr. Turtle and the frog have a plan to move to another place
 - b. Mr. Turtle wants to visit Mrs. Bird
 - c. The frog is tired of living in the pond.
 - d. Frog and the turtle lived in a small pond
19. "Let's go to see her right away," (paragraph 3). Her refers to....
- a. Mrs., bird
 - b. Frog
 - c. Mr. Turtle.
 - d. The best place
20. "I am tired of living in this pond," has the same meaning with....
- a. I hate to live in the pond
 - b. I like living in the pond
 - c. I am bored living in this pond
 - d. I do not like living in this pond.

APPENDIX II

READING COMPREHENSION TEST

Directions:

- ◆ This test is for scientific research
- ◆ There is no side effect with your value in a certain teacher.
- ◆ Thanks to your participation in doing the test

Instructions:

- Choosing the most correct answer according your opinion, a, b, c or d based on the text.
- Give the crossing symbol (X) at your option of the answer.

I Gusti Ngurah Rai

I Gusti Ngurah Rai was the TKR commander in Bali. In 1946 the Dutch landed its forces in Bali. At the time he was I Yogyakarta. When he came back to Bali, his troop was separated into small groups. He had to work hard to reunite his troop.

He attacked the enemy's post at Tabanan. The Dutch police surrender and joined him. People called his troop *ciung wanara*. Then, the Dutch invited him to negotiate, but he rejected the invitation.

Finally, in November 1946 the colonialist attacked the Marga Village. His troop fought bravely, and defeated the enemy. The colonialist attacked again. They used their planes. The enemy besieged him. Ngurah Rai did not like to surrender. He recommended his troop to fight more bravely.

Ngurah Rai and his troop died in the war. People buried his corpse at Marga Village. I Gusti Ngurah Rai is our national hero. He had sacrificed his life for the country. We have to appreciate his loyalty.

21. Who is I Gusti Ngurah Rai?

- a. One of the enemies in Bali.
- b. One of the Dutch in Bali
- c. National hero from Bali
- d. An army who attacked the colonialist in Bali.

22. When the Dutch lands its forces in Bali?

- a. In nineteen forty-six
- b. In nineteen fifty-six
- c. In eighteen forty-six

- d. In eighteen fifty-six

23. Why the colonialist invited I Gusti Ngurah Rai?

- a. Because they want to attack I Gusti Ngurah Rai
- b. Because wanted to negotiate with him.
- c. Because I Gusti Ngurah Rai attacked them.
- d. Because I Gusti Ngurah Rai surrendered and joined the colonialist

24. What is the suitable topic for paragraph 2?

- a. The troops of I Gusti Ngurah Rai against the enemy's post Tabanan.
- b. The enemy's post at Tabanan.
- c. The Dutch invited him to negotiate.
- d. Ngurah Rai is a brave man

25. "They" in paragraph 2 line 2 refers to

- a. The troops of TKR.
- b. The colonialist enemy
- c. The colonialist
- d. I Gusti Ngurah Rai.

26. The last paragraph tell us about...

- a. The death of Ngurah Rai
- b. Marga Village
- c. The end of war
- d. Ngurah Rai corpse

The Pyramids

Have ever been the Egypt? Egypt is the oldest country in the world. When you come to Egypt, the first things you can see are the pyramids, which were built thousands years ago.

The pyramids were built by the kings of the ancient Egypt. They built the pyramids as their tombs when they were alive. They thought that the pyramids could keep their bodies and treasures safe after their death.

However, for thousands of years weather has worn away their shinning surface, and men have taken some of their stones to build other things. Thieves have broken of their stones doors and stolen their treasures since the death of the king who had built them.

Today the surfaces of the pyramids are very rough, and you can climb easily to the top. On the top you can see miles about you. To the west you can see the vast dessert. To the east5 you can see the green Nile valley and the modern city of Cairo.

Egypt is the wonderful country.

27. Where can we find the pyramids?

- a. Ancient
- b. In the world
- c. In Egypt.
- d. In ancient Egypt

28. The function of pyramids is...

- a. For keeping the stones
- b. For keeping bodies and treasures of the kings
- c. For building the house
- d. For taken some of their stolen

29. Which are the statements this dealing with the main idea of paragraph 3?

- a. There are some problems that make pyramids can stand longer
- b. The pyramid can not stand longer because of some problems
- c. The weather has worn away their shining surface.
- d. The pyramids cannot stand longer because of weather change.

30. The word “ their “ in paragraph 3 lines 1 refers to....

- a. Pyramids
 - b. Thieves
 - c. Men
 - d. Kings
31. “They built the pyramids as their tombs... (Paragraph 2). Their refers to...
- a. Pyramids
 - b. Thieves
 - c. Egypt
 - d. Kings
32. From paragraph 4, we can infer that...
- a. The condition of the pyramids right now is better than yesterday
 - b. The condition of the pyramids right now is the same as yesterday
 - c. The condition of the pyramids right now is good than yesterday
 - d. The condition of the pyramids right now is not good as yesterday
33. “ They built the pyramids as their tombs when they were
alive.”(Paragraph 2) This sentence similar meaning with....
- a. The king built the pyramids as tomb as possible when they were still alive
 - b. The king built the pyramids as many as possible when they alive
 - c. The king built the pyramids as good as their tombs
 - d. The king built the pyramids as good as possible when they were alive

George Washington

Have you ever heard of the name George Washington? I think that you have.
Every body knows that he is the founder of the United States of America.

When he was young, he traveled in all parts of America, and saw that English were very unkind to the America people. At that time America belonged to England. The American hated the English very much.

At last war broke out between the two countries. The Americans people chose Washington to be their leader. He led the American army to fight against the English.

When the English were defeated, America became an independent country. It is all called United States of America. Washington was elected to be the first president.

He did a great deal for his country. He always thought of his country first and himself last.

34.What is George Washington?

- a. The first president of United States of America.
- b. The founder of England
- c. The founder and the first president of United States of America.
- d. None of above is correct

35.Where did George Washington travel when he was still young?

- a. To all parts of England
- b. To all parts of America
- c. To England and America
- d. To the United States of America

36.What happened after the war ended?

- a. America became an independent country and George Washington was elected to be the first president
- b. America defeated and English defeated too
- c. George Washington was elected to be the first president
- d. George Washington died

37. The Americans hated the English very much. What does the word Americans refer to ?

- a. United States of America
- b. Americans people
- c. The America youth
- d. The president of America

38. The main idea of paragraph 4 is.....

- a. America independence
- b. George Washington
- c. English
- d. United States of America

39. From paragraph 3, we can understand that

- a. The war lasted seven years
- b. The war between American and English
- c. American army to fought against English
- b. None of above is correct

40.” He always thought of his country first and himself last. It means that

- a. George Washington did not want to think of his country first before himself
- b. George Washington focused his attention to the public needs more than to himself
- c. George Washington did the best thing to his country
- d. George Washington gave attention to himself more than his country

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